Literacy-Based Senate Bills 681 and 662
Quick Reference Guide
2022 - 23

The following document is a quick reference guide that provides high level information on literacy legislation that the State Board of Education (SBOE), Department of Elementary and Secondary Education (DESE) and local education agencies (LEAs) are required to implement per Senate Bills 681 and 662 (SB) (Sections 161.241, 167.268, 167.640, 167.645, 170.014, and 186.080). This reference guide is designed to inform stakeholders about the literacy components related to SB 681 that will ultimately support educators in making informed decisions about literacy instructional practices. DESE has developed guidance on the various stakeholder roles that support the statute's implementation. DESE has created the chart below to help educators understand requirements. Educators are encouraged to read SB 681 in its entirety (SB 681).

- **Purpose** - to inform stakeholders about the literacy related components of SB 681
- **Goal** - to support stakeholders in making decisions about literacy instructional practices that meet the requirements of SB 681

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Page 4 **Section 186.080.1, RSMo**: The Commissioner of Education shall establish a Literacy Advisory Council.
Section 161.241.1, RSMo: The SBOE, in collaboration with the Coordinating Board for Higher Education and the Commissioner's Literacy Advisory Council under Section 186.080,RSMo shall develop a plan to establish a comprehensive system of services for reading instruction.

Page 5 **Section 161.241.2, RSMo**: The SBOE shall establish and periodically update a statewide literacy plan that supports high quality, evidence-based reading instruction for all students.
Section 161.241.3, RSMo: The SBOE shall create an Office of Literacy. The Commissioner of Education shall coordinate staff with roles relating to literacy and align staff work around supporting best practices in reading instruction.
Sections 161.241.4 and 161.097, RSMo: In consultation with Missouri Advisory Board of Educator Preparation (MABEP), the SBOE shall align literacy and reading instruction coursework for teacher education programs in early childhood, kindergarten to fifth grade elementary teacher certification, middle school communication arts, high school communication arts, and all reading and special education certificates.

Page 6 **Section 161.241.5, RSMo**: Subject to appropriations, DESE shall recruit and employ quality teacher trainers with expertise in reading instruction and provide opportunities for evidence-based professional development in reading instruction available to all active teachers.
Section 161.241.6, RSMo: DESE shall maintain and publish data on reading outcomes.

Page 7 **Section 161.241.7, RSMo**: DESE shall publish criteria and examples to help LEAs and schools select and use evidence-based reading curricula and instructional materials. Additionally, DESE shall publish a list of instructional materials that ensure instruction is explicit, systematic, diagnostic, and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.

Page 8 **Section 161.241.8, RSMo**: DESE shall provide online tools and training for active teachers on evidence-based reading instruction.
Section 161.241.9, RSMo: DESE shall administer evidence-based reading instruction program fund to reimburse school districts and charter schools for efforts to improve student literacy appropriated annually by the general assembly.
Section 167.268.1, RSMo: Each LEA shall have on file a policy for Reading Success Plans (RSP). Each LEA shall provide all parents and guardians of students, including parents of students who are identified as having a substantial deficiency in reading under subsection 1 of Section 167.645,RSMo, with suggestions for regular parent-guided home reading.

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Page 9 **Section 167.268.2, RSMo**: DESE shall develop guidelines to assist districts and charter schools in formulating policies for RSPs. Such guidelines may include, but are not limited to: measures of reading proficiency, strategies for addressing reading deficiencies, timelines for measuring pupil improvement in reading, and information on screening of dyslexia. Such guidelines may also identify performance levels for pupils identified as handicapped or severely handicapped and conditions under which such pupils may be exempt from the provisions of this section and Section 167.645, RSMo.
Section 167.268.3, RSMo: Each LEA shall provide intensive reading instruction to students as outlined in Section 167.645, RSMo.
Section 167.645.1, RSMo: Each LEA shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments. Additionally, all LEAs shall assess any newly enrolled student in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list (available January 2023).

Page 10 **Section 167.645.2, RSMo**: LEAs shall notify the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency in reading at least annually in writing, and in an appropriate, alternative manner for the parent or other guardian if necessary.
Section 167.645.3, RSMo: If an LEA provides a summer reading program under this, the LEA shall notify the parent or guardian of each student who exhibits a substantial deficiency in reading the opportunity to attend the summer reading program.

Page 11 **Section 167.645.4, RSMo**: If a student has a substantial reading deficiency at the end of third grade, the students parents or guardian and appropriate school staff shall discuss whether the student should be retained in grade level.
Section 167.645.5, RSMo: Each LEA shall provide intensive instructional services for students who are identified as having a substantial deficiency in reading, identified as being at risk for dyslexia, or have a formal diagnosis of dyslexia.

Page 12 **Section 167.645.6, RSMo:** LEAs shall ensure that intensive reading instruction through a reading development initiative shall be provided to each kindergarten through grade five student who is assessed as exhibiting a substantial deficiency in reading. In addition to the requirements otherwise provided, such instruction shall also comply with all of the following criteria listed below.
Section 167.645.7, RSMo: LEAs shall report to the department the specific intensive reading interventions and supports implemented by the LEA pursuant to this section, as well as the reading assessment data collected for grades kindergarten through five. The department shall annually prescribe the components of required or requested reports.

Page 13 **Section 167.645.8, RSMo:** LEAs shall address reading proficiency as part of its Comprehensive School Improvement Plan.

Section 186.080, RSMo: The Commissioner of Education shall establish a Literacy Advisory Council.
SBOE/DESE
● The Commissioner of Education shall establish the Literacy Advisory Council consisting of no more than 20 members. ● Provide necessary staff and resources for the work of the Literacy Advisory Council. ● Convene council meetings at least two times per year to review best practices in literacy instruction and related policy provisions. ○ The Literacy Advisory Council shall periodically provide recommendations to the Commissioner and SBOE regarding any identified improvements to literacy instruction and policy for students. ○ The Literacy Advisory Council shall collaborate to fulfill statutory requirements.

Section 161.241.1, RSMo: The SBOE, in collaboration with the Coordinating Board for Higher Education and the Commissioner's Literacy Advisory Council under Section 186.080,RSMo, shall develop a plan to establish a comprehensive system of services for reading instruction.			
SBOE/DESE	**LEA**	**School**	**Teacher**
● Provide guidance and technical assistance related to diagnostic assessment data and interventions. ● Provide a list of state-approved reading assessments. ● Provide empirical-based professional learning opportunities and instructional strategies shown to be successful for students with persistent reading difficulties. ● Provide a list of research-based instructional materials for students with persistent reading difficulties and that align with evidence-based reading instruction.	● Provide teacher and leader training in evidence-based reading strategies for students with persistent reading difficulties. ● Develop a protocol for providing intensive intervention based on diagnostic data for students.	● Implement intensive interventions for students identified as needing an RSP. ● Implement a communication process for teachers and parents to discuss RSPs. ● Maintain RSP-related assessment and intervention documentation.	● Follow LEA level protocol for implementing legislative requirements of RSPs. ● Maintain RSP-related assessment and intervention documentation. ● Meet with parents and/or guardians to review RSPs.

Section 161.241.2, RSMo: The SBOE shall establish and periodically update a statewide literacy plan that supports high quality, evidence-based reading instruction for all students.

SBOE/DESE	LEA	School	Teacher
• Create a series of documents which provide guidance and technical assistance regarding the requirements for literacy instruction in Missouri. • Develop a framework for LEAs that provides resources and support.	• Use the statewide literacy plan to guide the development of a District Literacy Plan. • Develop LEA-level protocol to implement legislative requirements for state and district literacy plans. • Train leaders on the LEA protocol. • Ensure schools follow the LEA protocol.	• Align literacy practices to the District Literacy Plan. • Train educators on the District Literacy Plan and various LEA literacy protocols. • Follow LEA-level protocol for implementing legislative requirements of the District Literacy Plan. • Ensure teachers follow the LEA protocol.	• Review and implement the District Literacy Plan • Participate in LEA/school training on the District Literacy Plan and various protocols for implementing legislative requirements. • Follow LEA-level protocol for implementing legislative requirements of the District Literacy Plan.

Section 161.241.3, RSMo: The SBOE shall create an Office of Literacy. The Commissioner of Education shall coordinate staff with roles relating to literacy and align staff work around supporting best practices in reading instruction.

SBOE/DESE
• Plan, develop, and coordinate all aspects of department-led literacy initiatives across the state. • Collaborate with the Literacy Advisory Council and the Coordinating Board for Higher Education. • Coordinate staff with roles relating to literacy practices in reading instruction. • Align staff work around supporting best practices in reading instruction.

Section 161.241.4 and 161.097, RSMo: In consultation with MABEP, the SBOE shall align literacy and reading instruction coursework for teacher education programs in early childhood, kindergarten to fifth grade elementary teacher certification, middle school communication arts, high school communication arts, and all reading and special education certificates.

SBOE/DESE
• Analyze data to evaluate current educator preparation programs in literacy instruction. • Propose and inform literacy-based policy revisions. • Develop and/or revise literacy competencies to align to: (a) the core components of reading, including phonemic awareness, phonics, fluency, comprehension, morphology, syntax, and vocabulary; (b) oral and written language development; and (c) identification of reading deficiencies, dyslexia, and other language difficulties. • Develop and/or revise the alignment of literacy competencies by: (a) selecting and using aligned reading curricula and instructional materials; (b) administering and interpreting assessments; (c) addressing how to translate assessment results into effective practice in the classroom specific to the needs of students; and (d) additional best practices in the field of literacy instruction as recommended by the Literacy Advisory Council pursuant to Section 186.080, RSMo.

Section 161.241.5, RSMo: Subject to appropriations, DESE shall recruit and employ quality teacher trainers with expertise in reading instruction and provide opportunities for evidence-based professional development in reading instruction available to all active teachers.			
SBOE/DESE	**LEA**	**School**	**Teacher**

• Provide and support literacy consultants and coaches in each of the Regional Professional Development Centers (RPDC).
 	
• Literacy consultants and coaches will:
  ○ Provide classroom instruction support and teacher training.
  ○ Provide training and support for district literacy coaches.
  ○ Lead professional learning across the state.
	• As needed, utilize RPDC consultants to support instruction and assessment in literacy.
	• Collaborate with DESE and the RPDCs to assign literacy coaches and consultants throughout the LEA.
		• Collaborate with the LEA to assign literacy coaches and consultants to support literacy in the school.	• Work closely with the literacy coach and/or literacy consultant to support literacy (e.g. plan lessons).
			• Implement evidence-based literacy instructional strategies.

Section 161.241.6, RSMo: DESE shall maintain and publish data on reading outcomes.			
DESE	**LEA**	**School**	**Teacher**
• Maintain and publish data on reading outcomes, provided that the report shall not include individually identifiable student data. • Establish a data collection structure for the beginning and end-of-year literacy data. • Analyze statewide data to inform stakeholders on improvement needs and efforts.	• Submit timely assessment data to DESE • Monitor and analyze the assessment results and intervention processes. • Train leaders on the reporting process and templates. • Analyze LEA data to inform stakeholders on improvement efforts.	• Provide professional learning opportunities on implementing assessments and interpreting resulting data. • Administer a DESE-approved literacy pre-assessment within the first 30 days of the school year and a literacy post-assessment 30 days prior to the end of the school year to determine student reading progression in grades K-3 or as required in a student's RSP.	• Participate in professional development on implementing assessments and interpreting resulting data. • Utilize assessment data to identify student reading proficiencies. • Provide intensive intervention for students identified with reading deficiencies.

Section 161.241.7, RSMo: DESE shall publish criteria and examples to help LEAs and schools select and use evidence-based reading curricula and instructional materials.			
SBOE/DESE	**LEA**	**School**	**Teacher**
• Research and develop an instructional materials evaluation process and guidelines. • Develop evaluation criteria and a rubric for instructional materials that aligns with the Missouri State Learning Standards and the evidence-based reading instruction. • Collect and evaluate materials using the rubric developed from established criteria. • Publish a list of instructional materials aligned to evidenced-based instructional practices.	• Determine if the LEA's current instructional materials meet the DESE-identified criteria. • If new instructional materials are necessary, use the list of instructional materials that align with evidence-based reading instruction. • Provide professional learning on how to implement the instructional materials with fidelity.	• Form a team to evaluate building-level instructional materials for evidence-based reading alignment. • Determine if the school's current instructional materials meet the DESE identified criteria. • If new instructional materials are necessary, use the list of instructional materials that align with evidence-based reading instruction identified by DESE. • Provide professional learning on how to implement the instructional materials with fidelity.	• Participate in building-level instructional materials evaluation for alignment to evidence-based reading using the DESE-created rubric. • Implement with fidelity the evidence-based reading instructional materials. • Participate in professional learning focused on the effective implementation of the instructional resource.

Section 161.241.7, RSMo: Additionally, DESE shall publish a list of instructional materials that ensure instruction is explicit, systematic, diagnostic, and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.			
SBOE/DESE	**LEA**	**School**	**Teacher**
• Publish a list of DESE-approved instructional materials that align with evidence-based literacy instruction.	• Apply the DESE-approved published list when selecting district-level literacy resources. • Provide for professional development opportunities regarding the implementation of selected literacy resources.	• Apply the DESE-approved published list when selecting district-level literacy resources at the school level. • Provide for professional development opportunities regarding the implementation of selected literacy resources at the school level.	• Apply the DESE-approved published list when selecting district-level literacy resources in the classroom. • Participate in professional development opportunities regarding the implementation of selected literacy resources.

Section 161.241.8, RSMo: DESE shall provide online tools and training for active teachers on evidence-based reading instruction.			
SBOE/DESE	**LEA**	**School**	**Teacher**
• Maintain the DESE's Virtual Learning Platform (VLP)- Online evidence-based reading instruction teacher training resource. • Collect data on the utilization of the DESE VLP.	• Inform and provide opportunity of access to DESE's VLP.	• Inform and provide opportunity of access to the DESE VLP.	• Participate in DESE's VLP training to learn about evidence-based reading instruction.

Section 161.241.9, RSMo: DESE shall administer the evidence-based reading instruction program fund to reimburse LEAs for efforts to improve student literacy appropriated annually by the general assembly.			
SBOE/DESE	**LEA**	**School**	**Teacher**
• Establish guidance for the Evidence-based Reading Instructional Grant Program. • Create applications and reimbursement structures for LEAs schools to receive reimbursement for literacy efforts that meet the criteria.	• Apply to the various literacy reimbursement opportunities. • Ensure the LEA follows the guidelines identified in the reimbursement application required for reimbursement. • Provide district-level training to ensure educators understand the literacy reimbursement programs.	• Follow the guidelines identified in the reimbursement application.	• Participate in LEA training focused on the Evidence-based Reading Instructional Program. • Adhere to all aspects of the requirements identified in the application.

Section 167.268, RSMo: Each LEA shall have on file a policy for RSPs.			
SBOE/DESE	**LEA**	**School**	**Teacher**
• Develop guidelines to assist LEAs in formulating policies for RSPs.	• Adopt and adhere to a RSP local board policy.	• Adhere to the RSP local board policy. • Provide information to staff, parents, and/or guardians regarding the policy.	• Adhere to the RSP local board policy.

Section 167.268.2, RSMo: DESE shall develop guidelines to assist LEAs in formulating policies for RSPs. Such guidelines may include, but are not limited to: measures of reading proficiency, strategies for addressing reading deficiencies, timelines for measuring pupil improvement in reading, and information on screening of dyslexia. Such guidelines may also identify performance levels for pupils identified as handicapped or severely handicapped and conditions under which such pupils may be exempt from the provisions of this section and Section 167.645, RSMo.
LEAs , School, and Teacher
• Establish a communication plan for distributing information aligned to evidence-based literacy to all parents and guardians, including parents of students who are identified as having a substantial deficiency in reading. • Develop a school-to-home connection resource for parents and guardians that integrates evidence-based literacy strategies to support student literacy at home.

Section 167.268.3, RSMo: Each LEA shall provide intensive reading instruction to students as outlined in section 167.645, RSMo.
LEAs , School, and Teacher
• Adhere to the provisions included in Section 167.645, RSMo.

Section 167.645.1, RSMo: Each LEA shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments. Additionally, all LEAs shall assess any newly enrolled student in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list.			
SBOE/DESE	**LEA**	**School**	**Teacher**
• Provide a state-approved reading assessment list. • Provide guidance and technical assistance related to assessment.	• Select a state approved reading assessment. • Train teachers on the selected reading assessment. • Monitor assessment and analyze LEA reading data.	• Administer a reading assessment within the first 30 days of the school year and prior to the last 30 days of the school year to determine student progression in reading. • For any student entering after the start of the school year, administer a reading assessment and provide an RSP as needed. • Monitor and analyze building reading data.	• Participate in building training focused on the reading assessment. • Utilize assessment data as well as teacher observations to identify students' reading strengths and reading deficiencies to inform classroom instruction.

Section 167.645.2, RSMo: LEAs shall notify the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency in reading at least annually in writing, and in an appropriate, alternative manner for the parent or other guardian if necessary.

SBOE/DESE	LEA	School	Teacher
• Provide guidance and a template for an RSP.	• Establish an LEA process for the development and maintenance of RSPs. • Analyze students' progress toward reading proficiency. • Ensure parents and/or guardians are notified when student exhibits a deficiency in reading.	• Develop an RSP that includes intensive interventions for any student who exhibits a substantial deficiency in reading. • Ensure notification procedures are followed in a timely manner.	• Administer reading assessments, as defined in Section 161.645, RSMo, to identify students who qualify for an RSP. • Develop an RSP that includes intensive interventions for any student who exhibits a substantial deficiency in reading and strategies parents and/or guardians can use to support the child at home. • Notify parents and/or guardians in writing about the deficiencies immediately upon determination and with each quarterly progress report.

Section 167.645.3, RSMo: If an LEA provides a summer reading program under this, the LEA shall notify the parent or guardian of the each student who exhibits a substantial deficiency in reading the opportunity to attend the summer reading program.

SBOE/DESE	LEA	School	Teacher
• Provide guidance and a template for an RSP.	• Establish an LEA process for the development and maintenance of RSPs. • Analyze students' progress toward reading proficiency. • Ensure parents and/or guardians are notified when a student exhibits a deficiency in reading.	• Develop an RSP that includes intensive interventions for any student who exhibits a substantial deficiency in reading. • Ensure notification procedures are followed in a timely manner.	• Administer reading assessments, as defined in Section 161.645, RSMo, to identify students who qualify for an RSP. • Develop an RSP that includes intensive interventions for any student who exhibits a substantial deficiency in reading and strategies parents and/or guardians can use to support the child at home. • Notify parents and/or guardians in writing about the deficiencies immediately upon determination and with each quarterly progress report.

Section 167.645.4, RSMo: If a student has a substantial reading deficiency at the end of third grade, the students parents or guardian and appropriate school staff shall discuss whether the student should be retained in grade level.

LEA, School, and Teacher

- Analyze student reading data and determine if the student is one or more grade level(s) behind in reading readiness.
- Review student's progress in other subject areas, and the student's overall intellectual, physical, emotional, and social development.
- Convene a meeting to consult with the student's parents/guardian to discuss retention or promotion if a student has been identified as having a substantial reading deficiency at the end of grade three. A decision shall be made after the consultation with a student's parent/guardian and a plan of action is developed to remedy the student's reading deficiency.

Section 167.645.5, RSMo: Each LEA shall provide intensive instructional services for students who are identified as having a substantial deficiency in reading, identified as being at risk for dyslexia, or have a formal diagnosis of dyslexia.

LEA

- Provide students who are identified as having a substantial deficiency in reading, have been identified as being at risk for dyslexia, or have a formal diagnosis of dyslexia with intensive instructional services and supports specified in the RSP, as appropriate according to student need, free of charge, to remediate the identified areas of reading deficiency, including additional scientific, evidence-based reading instruction and other strategies prescribed by the LEA which may include but not limited to the following:(a) small group or individual instruction; (b) reduced teacher-student ratios; (c) more frequent progress monitoring; (d) tutoring or mentoring; (e) extended school day, week, or year; and (f) summer reading programs;
- Provide any student with a formal diagnosis of dyslexia or a student who was found to be at risk of dyslexia with evidence-based reading instruction that addresses phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics provided through systematic, cumulative, explicit, and diagnostic methods.
- At regular intervals, but no less than four times per year in a manner that reflects progress through each school term, notify the parent or guardian of academic and other progress being made by the student and give the parent or guardian other useful information.
- In addition to required reading enhancement and acceleration strategies, provide all parents of students, including parents of students who are identified as having a substantial deficiency in reading under subsection 1 of this section, with a plan that includes suggestions for regular parent-guided home reading.

Section 167.645.6, RSMo: LEAs shall ensure that intensive reading instruction through a reading development initiative shall be provided to each kindergarten through grade five student who is assessed as exhibiting a substantial deficiency in reading. In addition to the requirements otherwise provided, such instruction shall also comply with all of the following criteria listed below.

LEA

- Instruction shall be provided to all kindergarten through grade five students who exhibit a substantial deficiency in reading under this section.
- Assessments shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Instruction shall be provided during regular school hours.
- Provide a reading curriculum that meets the requirements of Section 170.014,RSMo, and at a minimum has the following specifications: (a) assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level; (b) provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension; (c) includes a scientifically based and reliable assessment; (d) provides initial and ongoing analysis of each student's reading progress; and (e) provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

Section 167.645.7, RSMo: LEAs shall report to the department the specific intensive reading interventions and supports implemented by the LEA pursuant to this section as well as the reading assessment data collected for grades kindergarten through five. The department shall annually prescribe the components of required or requested reports.

LEA

- Identify specific intensive reading interventions and supports provided to students who require an RSP.
- Intensive reading interventions shall align with evidence-based reading instruction.
- Report to DESE the specific intensive reading interventions and supports implemented.
- Assess students for level of reading or reading readiness using a state approved reading assessment.
- Report to DESE all required reading assessment data.

Section 167.645.8, RSMo: LEAs shall address reading proficiency as part of its Comprehensive School Improvement Plan.
LEA
● LEAs shall draw upon information about children from assessments conducted pursuant to subsection 1 of this section and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. ● As part of its Comprehensive School Improvement Plan or contract, each LEA shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not at grade level in reading by the end of third grade, the Comprehensive School Improvement Plan or contract shall include strategies to reduce that percentage, including school and community strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading. ● LEAs shall provide professional development services to enhance the skills of elementary teachers in responding to children's unique reading issues and news and to increase the use of evidence-based strategies.